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ABSTRACT

In this book, teachers, students, administrators, and assessors all show that a carefully rendered portfolio becomes an increasingly internalized standard against which learners can assess their own growth. Essays in the book share diverse portfolio projects from across the United States and reflect the spirit and enthusiasm the authors shared as they asked questions that arose from what they learned by looking inside today's portfolios. After a foreword by Donald Graves and an introduction by Bonnie S. Sunstein and Jonathan H. Lovell, essays in the book are: (1) "Be Reflective, Be Reflexive, and Beware: Innocent Forgery for Inauthentic Assessment" (Bonnie S. Sunstein); (2) "Curatorial Collections: Cross-Curricular Design Portfolios" (Jeffrey D. Wilhelm); (3) "Getting Real: Talking to Students about Portfolios" (Thomas Stewart); (4) "When a Portfolio Keeper Is a Reluctant Writer" (Mary E. McGann); (5) "To Sit Beside: Learning to Evaluate Reading and Writing" (Susan Stires); (6) "Who's the Teacher?" (Linda Rief, Molly Finnegan, and Cinthia Gannett); (7) "Freedom and Identity: Portfolios in a Puerto Rican Writing Class" (Miriam Dempsey Page); (8) "Digging In!: Dynamics of Assessing General University Competencies by Portfolio" (Marilyn R. Barry and Yaso Thiru); (9) "Artifacts--Different Kinds of Facts: How Material Culture Shapes the Researcher Portfolio" (Elizabeth Chiseri-Strater; (10) "The Connected 'I': Portfolios and Cultural Values" (Danling Fu); (11) "From Queen of the Classroom to Jack-of-All-Trades: Talking to Teachers about the Kentucky Writing Portfolio" (Elizabeth Spalding); (12) "Identity and Reliability in Portfolio Assessment" (James D. Williams); (13) "Interpreting Teacher and Student Portfolios as Artifacts of Classroom Cultures: A Descriptive Assessment" (Julie Cheville, Sandra Murphy, Barbara Wells Price, and Terry Underwood); (14) "Latching on to Portfolios: Assessment Conversations in English Education" (Joe Potts, Ron Strahl, and Don Hohl); (15)"Portfolios and the Politics of Assessing Writing in Urban Schools" (John S. Schmit and Deborah A. Appleman); and (16) "Surveying

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Portfolios: Three Lenses to the Rescue" (Judith Fueyo). An afterword by Jonathan H. Lovell and Bonnie S. Sunstein concludes the book. (RS)

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